

Boards' Business Unit



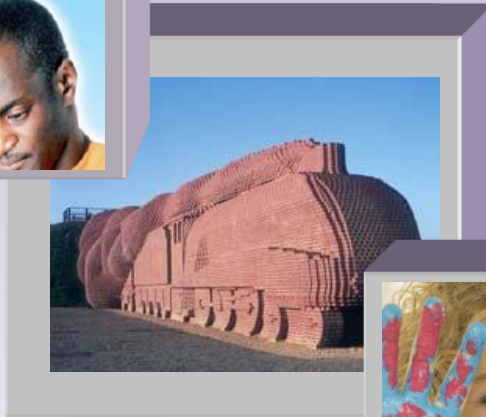
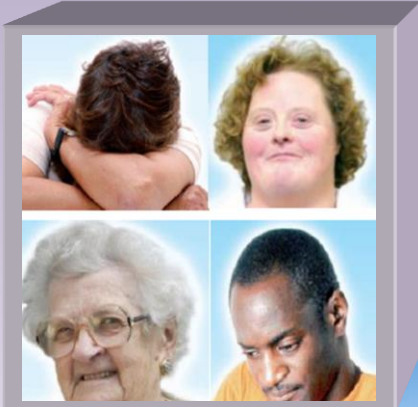
**DARLINGTON**  
Safeguarding Children Board



Darlington  
Safeguarding Adults  
Partnership Board

## Training Annual Report

2015/2016



## INTRODUCTION

One of the key priorities of both Safeguarding Boards is to ensure that safeguarding and promoting the welfare of children and adults at risk of abuse remains the focus of any LSCB/SAPB learning and development activity. This includes all agencies of the LSCB, SAPB, voluntary and independent sectors.

Both Boards are the key statutory mechanism for agreeing how all organisations in Darlington will cooperate to safeguard and promote the welfare of children and adults at risk in the locality, and for ensuring the effectiveness of that work.

### Local Safeguarding Children Boards

*"There should be a culture of continuous learning and improvement across the organisations that work together to safeguard and promote the welfare of children, identifying opportunities to draw on what works and promote good practice"* Working Together (2015)

Working Together to Safeguard Children 2015 specifies that Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in their area.

Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.

The LSCB is committed to delivering a high quality inter-agency training programme, which supports professionals, volunteers and the independent sector in their work to safeguard and promote the welfare of children and young people.

### Safeguarding Adults Boards

The Care Act 2014 specifies that the Safeguarding Adults Partnership Board must ensure it has arrangements that will enable it to carry out the duties and functions specified under the Act. It must have clear, agreed understanding of roles, responsibilities and accountability of its member agencies and ensure that there is awareness training for all health and social care staff, Police and other agencies who work directly with people with care and support needs. To ensure that there is specialist training for all practitioners who have direct responsibilities for Safeguarding work and to evaluate the effectiveness and impact of all training.

The standards are monitored on behalf of the LSCB and the SAPB through the Training and Communications and Voice of the User Sub Group.

Safeguarding training is provided to multi and single agency groups and is co-ordinated and facilitated by the Safeguarding Boards' Multi-agency Trainer, some sessions may be

supported by members of the multi-agency training pool which includes representatives from DBC, Police, Durham and Darlington Foundation Trust, Barnardo's, Northern Grid, The National Probation Service and CCG.

The purpose of the training is to facilitate the Continued Professional Development (CPD) of practitioners in order to achieve better outcomes for children, young people and adults at risk of abuse and is linked to both boards' priorities. CPD is the means by which you can maintain and improve skills, knowledge and understanding which should have a positive impact upon practice Gravells (2012). The training programme is underpinned by an ethos which values working together collaboratively across agencies, respects diversity, promotes equality, is child and adult centred and promotes the participation of children, young people, adults and their families.

To ensure we are delivering on our statutory responsibilities the core training which is delivered as a rolling programme is:

<b>LSCB Specific</b>	<b>SAB Specific</b>	<b>Joint across both Children and Adults Workforces</b>
Level 1 Safeguarding Children awareness	Level 1 Safeguarding Adults awareness	Level 3 Domestic Abuse Awareness
Level 2 Safeguarding Children awareness	Level 2 Safeguarding Adults – Managing the concern	Level 3 MAPPA (Multi agency Public Protection Arrangements)
Level 3 Child Neglect	Level 3 Safeguarding Adults Formal Enquiries/Investigation training	Level 3 MARAC (Multi Agency Risk Assessment Conference)
Designated Safeguarding Lead Role in Education	Safeguarding Adults Workplace Trainer programme	Child Sexual Exploitation briefings
Level 3 E Learning	Dementia awareness	Level 3 Mental Capacity Act/DoLS training (relevant for 16 years plus)
Level 3 Core Groups and Child Protection Conferences		
Safeguarding Children and young people from Sexual Exploitation Human Trafficking		

## ENGAGEMENT BY AGENCIES ON MULTI-AGENCY TRAINING

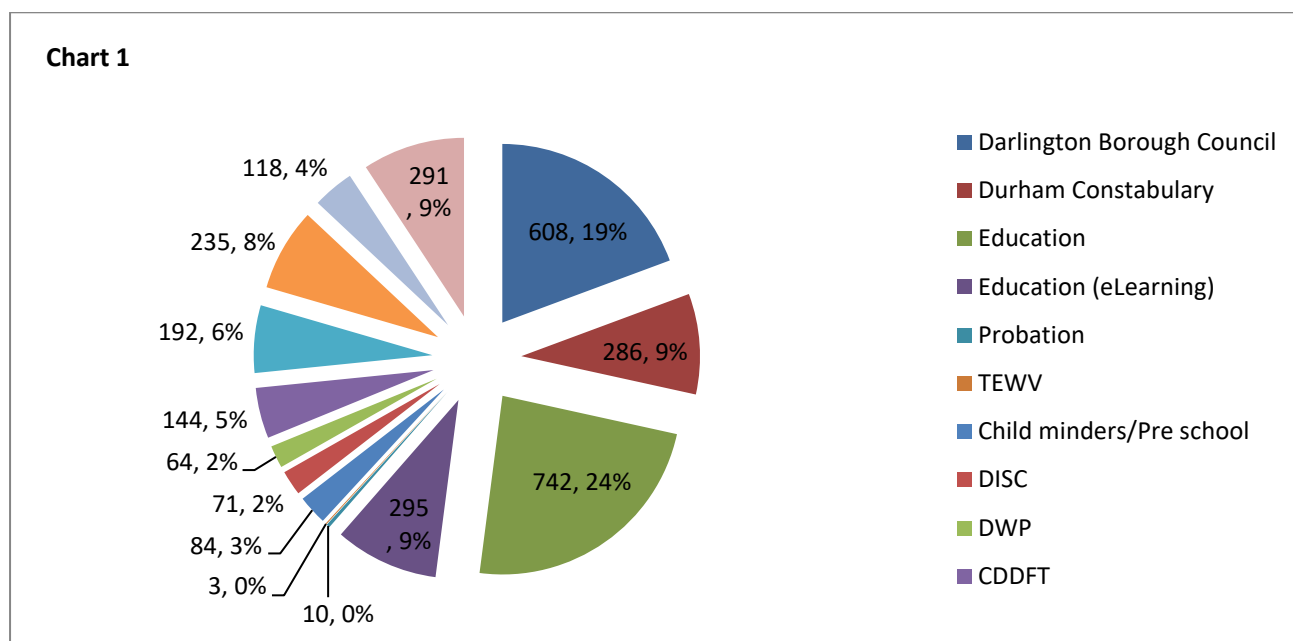


Chart 1 outlines the combined attendance for both child and adult at the training for the agencies during the period of April 2015 to March 2016. The chart shows attendance by organisation remains consistent compared to previous years data. However, there has been a significant increase in Durham Constabulary's attendance, as this is up from 23 (2014/2015) to 286. This can be attributed to a number of bespoke, on site, sessions delivered to police officers and staff at the request of the organisation to address specific areas of learning such as dementia awareness, child sexual exploitation and safeguarding awareness for children and adults at risk, for police neighbourhood teams and their communications staff. Police officers and staff are still encouraged to attend the Multi Agency training where possible.

It is noted that the attendance of Tees Esk and Wear Valley (TEWV) on multi-agency training remains low but it is recognised that the organisation provides safeguarding training within the organisation.

### TOTAL NUMBER OF ATTENDANCE ON MULTI-AGENCY TRAINING

Total attendance for 2015-2016 was 3175 which is a 42% increase on 2014-2015 (2235). An explanation for this increase may be due to increased capacity within the business unit with the appointment of a fulltime multi-agency trainer as a result of review to develop a joint business unit that will serve both children and adults safeguarding boards. The multi-agency trainer started in post from January 2015. This resulted in being able to offer greater availability of training across both the safeguarding boards' leading to increased attendance. In addition, the multi-agency trainer provides consistent training across both children and adults workforces but also fosters the 'think family' approach to safeguarding. It was noted during the 2015 inspection of children's services and the LSCB by Ofsted:

*The board's comprehensive training programme is designed and delivered by its Training subgroup. It is evaluated highly by participants and has an extensive reach, with 1,779 people participating in the programme in 2013–14. Innovative work is being undertaken in partnership with a private company to ensure that a full evaluation informs the development of future training. The board's training manager has carried out a gap analysis and introduced new training sessions to meet identified need. Social workers interviewed by inspectors spoke very positively about the quality and availability of LSCB training.*

A number of voluntary/charity organisations have attended training which includes; YMCA, CAB, DAD, Family Help, St. Teresa's Hospice, 700 Club and DISC. Other sectors attending training include NECA, Star Housing, Acorn Care, Barchester Care group and many of these organisations have been charged for attending training as they do not financially contribute to the boards and/or they have requested the multi-agency trainer to deliver in-house training which is not multi-agency.

The comparison between the delivery of multi-agency and single agency training is outlined in chart 2 below.

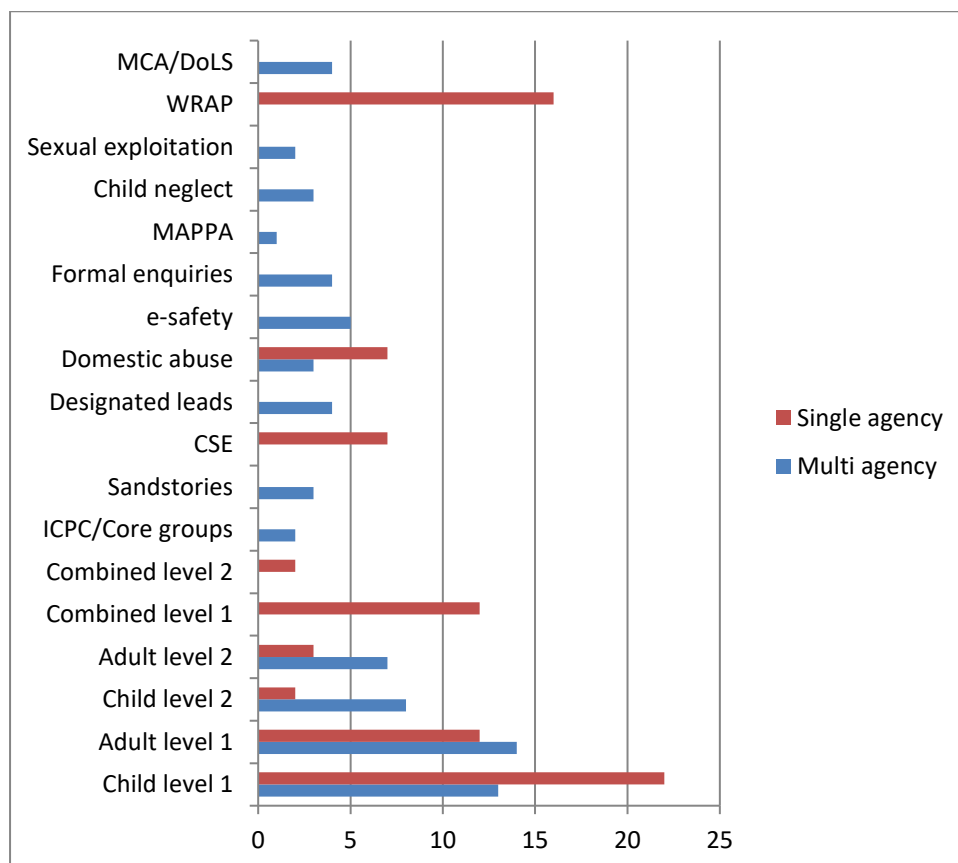
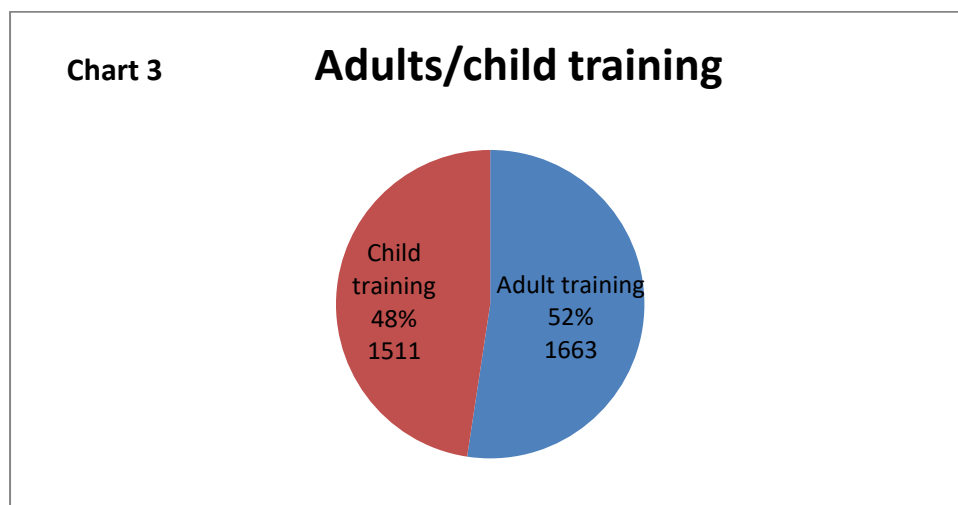


Chart 3 below outlines the breakdown of training between Safeguarding children and Safeguarding adult at risk of abuse.



### **COST OF TRAINING TO THE BOARD**

All agencies that financially contribute to the DSCB/SAPB budget can access training for free. This includes bespoke sessions delivered to individual organisations at their request to address challenges for staff attendance on the multi-agency training. Other organisations attendance on the training will incur a cost. The current cost for attending a half-day session is £30 and for a full day session it is at £50. Bespoke or single agency training where the training is held at the organisation's own venue incurs charges of £250 for half a day and £500 per full day training. Bespoke training includes flexibility around delivery times and to facilitate attendance for organisations the multi-agency has been delivered on evenings and weekends e.g. Dolphin centre staff and voluntary organisations such as Darlington Association on Disability.

Income is generated through individual attendance on Multi Agency training courses by professionals and staff who are not employed by organisations who contribute to the Boards financially and the bespoke training. Although it is recognised that the best learning opportunities are provided by attendance at Multi Agency courses the trainer provides bespoke training to organisations who do not financially contribute to the Boards, at the request of those organisations who are unable to release staff or require large numbers trained in one session. It must be noted that it is not the Boards' strategy to actively pursue bespoke sessions to generate income.

Based on the programme of training offered in 2015/2016 and the charging policy of the Boards' it can be calculated that the cost of providing training is as follows:

- Safeguarding Children £27,000
- Safeguarding Adults £24,250

The income generated by the provision of training to organisations who do not contribute to the Boards financially in 2015/2016 was £5,510.

The Boards' fund a multi-agency trainer post cost the Boards £29,391 in 2015/2016, this post includes strategy development, undertaking needs assessments of training across both children and adults workforces, develop and maintain training packages, delivery of the training, maintain and quality assure the train the trainer model whereby single agency staff such as health, education, probation service staff are trained on multi-agency products to deliver consistent training across the Darlington.

## THE BOARDS' TRAINING PROGRAMME

The programme is regularly updated to ensure that both the Boards' priorities and lessons from case reviews are reflected within the training programme as well as identifying the local needs of the multi-agency workforce. The joint Training, Communications and Voice of the User sub group continues to ensure the quality and consistency of single and multi-agency training through initiatives such as training needs analysis, training delivery standards, quality assurance and the pre and post course evaluation process. The development of training is supported and actively monitored by the sub group via the course development reports written by the Multi-agency Trainer. Examples of development during 2015-2016 include updating training materials to reflect and introduce learners to the new offence of Controlling and Coercive behaviour in intimate or familial relationships in:

- level 2 Safeguarding Adults
- level 2 Safeguarding Children and
- Domestic Abuse

The offence is introduced for learners on the level 1 programme when considering emotional harm for children and the new category of 'Domestic Abuse' for adults at risk. In addition, the training for Initial Child Protection Conferences, Core Groups and Safeguarding for Children have been updated to reflect local changes; using strengths based approach of Signs of Safety to empower the child and/or family to recognise; **what works well? What are we still worried about? What do we need to know more about?**

A further example is the update carried out to the training provided for Safeguarding adults in respect of Making Safeguarding Personal. Making Safeguarding Personal is described in the Care Act 2014 as a shift in culture and practice in response to what we now know about what makes safeguarding more or less effective from the perspective of the person being safeguarded. It is about having conversations with people about how we might respond in

safeguarding situations in a way that enhances involvement, choice and control as well as improving quality of life, wellbeing and safety. It is about seeing people as experts in their own lives and working alongside them. It is about collecting information about the extent to which this shift has a positive impact on people's lives. It is a shift from a process supported by conversations to a series of conversations supported by a process. Updates were made to the following courses:

- Level 1 Adults
- Level 2 Adults
- Formal enquiries/investigation

### **Child Sexual Exploitation**

In addition to the core training and the training identified through the TNA. National policy has also influenced focussed training to promote and raise awareness of Child Sexual Exploitation (CSE). This was as a direct result of a number of high profile reports into child sexual exploitation (CSE) with the main report: Independent Inquiry into Child Sexual Exploitation in Rotherham, 1997 – 2013 (Jay, August 2014) which highlighted that CSE was unreported and made all agencies including the LSCB to refocus and to review their own cases to understand the prevalence of CSE within their area.

Positively through the Ofsted inspection in 2015 of DBC and DSCB it was found that 'the multi-agency response to child sexual exploitation is reducing risk for many children and young people and, in cases seen, front-line practice is well-coordinated with effective work evidencing reduced risk.' Although Ofsted recognised positive practice in reducing risks for children and young people at risk of CSE. Ofsted did identify areas of improvement which includes:

- Awareness-raising of the risks associated with child sexual exploitation across the broad population of Darlington has begun but is not yet being delivered as part of a coherent communication strategy.
- To raise awareness of the risk of child sexual exploitation in schools and the community.

Ofsted made a recommendation to the DSCB to 'Ensure that the wider community is better aware of the risks of sexual exploitation faced by children and young people in Darlington, including what to do if they have concerns.'

During 2015-2016 the following training has been facilitated by the Board's business unit to raise awareness of the CSE risks to the wider community:



## **Awareness Training with Taxi Companies in Darlington**

Working with Darlington Borough Council Licensing department, a programme of CSE training was developed by the Safeguarding Boards Multi Agency trainer and offered to the Licensed taxi drivers and operators who were due to renew their licenses or those applying for a license for the first time.

The key messages delivered to this audience and that would positively engage the learners:

- Taxis are a very safe and reliable way to get around and we want to keep it that way.
- The Police know that some victims are transported in taxis to addresses where they are then sexually assaulted or raped.
- They also know that some men have posed as taxi drivers and picked up women who have then been assaulted or raped.
- The Police need the help of all legitimate taxi drivers to help them stop this criminal behaviour.

### **The aims of the training**

- To raise awareness of child sexual exploitation and the impact on children
- To identify signs that child sexual exploitation may be happening
- To identify how to respond when there are concerns
- To consider what you can do to help prevent sexual exploitation

Although the training focussed on Child Sexual Exploitation it was reinforced throughout the sessions that sexual exploitation also affects males and adults, in particular adults at risk of abuse.

### **Delivery and attendance at training**

Between October 2015 and March 2016 six one hour sessions were delivered by the Safeguarding Boards Multi Agency trainer and a total of **190** have attended the training to date from 400 licensed taxi drivers. A rolling programme will continue in 2016/2017 to capture all taxi drivers as their licences are renewed and for new licence holders.

### **Evaluation and impact of the taxi driver training**

Following the training sessions, it was a regular occurrence for drivers to thank the trainers, saying they found it very useful and informative. They appreciated a difficult subject being covered in such a concise way.

As a direct result of the training it has been reported by the Licensing team and Durham police that a taxi driver whilst operating in Darlington spotted a distressed child walking along the street and turned round to investigate further. The child had been abducted from elsewhere in the country and had just been abandoned in Darlington after being sexually assaulted. As a result of his actions the child was safeguarded, evidence secured and the perpetrator arrested and charged.

A post course learner feedback questionnaire was sent to all delegates who completed the training. The delegates were asked to comment on the following statements.

- **What was your knowledge and understanding of the subject prior to the session?**
- **Was your knowledge of the subject increased by the course?**
- **Do you think you will be more aware of possible sexual exploitation in future?**
- **How can we improve the session?**
- **Any other comments you would like to make regarding the session?**

### **Results from post course evaluations**

The delegates were asked to grade their knowledge and understanding prior to the session. The options available were none, very poor, poor, average, good, very good or excellent. Those who responded graded their prior understanding from average to very good.

The delegates were asked to state if their knowledge of the subject was increased by the course. The options were presented in a 1 to 10 scale with 1 being not at all and 10 being greatly. The majority of respondents gave the grade 8 to 10 (87 %). One respondent who graded their understanding prior to the session as very good graded the session as 3.

All respondents stated that they will be more aware of possible sexual exploitation in the future.

The delegates were asked to state how the session could be improved in the future.

### Comments

*This session excellent and very well put over by the gentleman lecturer. Therefore, no need for improvement*

*Session was fine as it is*

*Don't think it can be improved; it was put over very good*

*It was very helpful*

*It's been very helpful for the future*

### **Child sexual Exploitation awareness (Durham police)**

In response to the Government's CSE Action Plan, launched by the Prime Minister in March 2015 and the College of Policing recommendations from their CSE Peer Review, a bespoke training package in respect of Sexual Exploitation has been developed. The training has been developed by the multi-agency trainer and Alex Bloundele (Barnardo's) specifically for police officers to broaden their wider understanding of what is sexual exploitation and how they must respond if they suspect sexual exploitation. This training is to be delivered to the Neighbourhood Policing Teams. The programme is currently being delivered to officers and staff across Darlington and County Durham and to date 119 learners have completed the session. The post course evaluation of the training is being conducted and will be reported on to the Training and Communications and voice of the service user sub group.

It should be noted that the sexual exploitation training provided for taxi drivers/operators and Durham constabulary is in addition to the training and guidance which is included in the multi-agency core training sessions for safeguarding children and adults.

### **E-Learning**

There is recognition that access and attendance at planned sessions of safeguarding training can be a challenge for some organisations and professionals due to work commitments and staffing levels. More recently in education new curriculum models have been developed to accommodate new means of delivery, access and storage of information and to incorporate more flexibility into the existing curriculum to provide better access to a wider range of potential learners. Moran (1995) is one of a number who support a flexible learning curriculum design model which includes the selection of media to be used for training delivery. Irlbeck et al (2006) also suggest that the development of a curriculum which includes the delivery of online courses can be beneficial to learners.

The Multi agency trainer has developed and facilitates access to the Safeguarding Adults Level 1 awareness workbook. All staff that take the session are required to complete the end of course test and forward the completed document to the trainer for verification and recording.

The multi-agency trainer facilitates access to the Safeguarding Boards PREVENT eLearning module. The learners are required to complete the post course assessment and send the record to the Safeguarding Boards Multi agency trainer for verification and recording.

Between 1<sup>st</sup> April 2015 and 31<sup>st</sup> March 2016 241 learners have successfully completed the Safeguarding Adults Level 1 awareness workbook.

296 learners have successfully completed the PREVENT eLearning module.

The PREVENT statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 states that all frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what is meant by the term extremism and terrorism and what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be exploited by radicalising influences.

The figures for those accessing the PREVENT eLearning module were not reported on in 2014-2015 but it is recorded that 56 learners completed the module. This has risen significantly to 296 learners which may reflect the publication of the statutory guidance in 2015.

All learners who completed the Safeguarding Adults level 1 workbook are from County Durham and Darlington Foundation Trust.

### **SINGLE AGENCY CORE TRAINING AND ATTENDANCE**

Each agency represented on the Training, Communications and voice of the user Sub Group provided details of the 'Core' Safeguarding training they deliver in-house including and any additional bespoke safeguarding training relevant to their own organisation. The table below provides details of what training agencies have provided to their staff:

<b>Training Session</b>	<b>Darlington College</b>	<b>DBC</b>	<b>CDDFT</b>	<b>TEWV</b>	<b>CCG</b>
Level 1 Children	X	X	X	X	X
Level 2 Children			X	X	X
Level 3 Children			X	X	X
Bullying	X				
WRAP (PREVENT)	X	X		X	X
e-safety/internet safety	X	X	X		X
Designated Lead Safeguarding Training		X			
Level 1 Adults			X	X	X
Level 2 Adults			X	X	X
MCA/DoLS			X	X	X

## Attendance figures

Agencies were also requested to provide attendance figures for training they delivered as a single agency throughout the year. A number of responses were received, however due to information being recorded in different ways it was difficult to report the information in a consistent way for the report. All information that has been received will be presented to the joint Training, Communication and Voice of the User Group. It is proposed that an action for the Training, Communications and Voice of the User sub group for 2016-2017 will be to develop a process for accurate records of data around single agency attendance figures. This would demonstrate a commitment from all agencies to performance management.

## TRAINING NEEDS ANALYSIS

In 2014 the Training and Communication sub-groups of both Boards joined together to discuss and share ideas on how the future joint forum would function, as part of those discussions members agreed that key aims for the joint group should include:-

- Clarity on priorities, areas for future development and roles and responsibilities;
- Sharing of good practice;
- Identify gaps and next steps;
- Better outcomes for children, young people and vulnerable adults and their families and practitioners working with them.

The group agreed in order to identify gaps and next steps a Training Needs Analysis should be undertaken with a view to developing joint strategies and programmes for training. It was agreed that the training needs analysis (TNA) will be conducted on an annual basis. This is undertaken in the spring term (January to March).

The TNA which was undertaken in 2014/15 identified the following training needs for 2015 - 2016:

For both DSCB and SAB	DSCB only	SAPB only
1. Recording Skills/Best Practice	1. Professional Challenge	1. Learning from Case Reviews
2. Think Family Approach to Safeguarding	2. Teenage Relationship Abuse	2. Safeguarding Adults and Domestic Abuse
3. Positive Risk Taking and Safeguarding	3. Fabricated/Induced Illness	3. Managing Disclosures

These training needs were incorporated into training within the 2015-16 programmes.

The training needs analysis for 2015 – 2016 was circulated to Board partners and other agencies including the voluntary sector with the view the agencies would disseminate the electronic survey tool to all their staff. The survey was distributed in January 2016; closing date was 31<sup>st</sup> March 2016. The focus of the 2015/2016 TNA was to explore:

- What Safeguarding Children training you have accessed in the last three years?
- What Safeguarding Adults training you have accessed in the last three years?
- What additional Safeguarding Children training do you feel would be beneficial to include in future programmes?
- What additional Safeguarding Adults training do you feel would be beneficial to include in future programmes?
- What level of Child Sexual Exploitation training would you like?
- What is your preferred delivery method for Child Sexual Exploitation?
- What are your preferences for training delivery methods for your identified training needs?

The total responses received were 58. This is a low response rate and significantly less than the previous year. It is unclear why there is a low response rate as the distribution method was same as previously used. The Training, Communications and Voice of the User Subgroup have instructed the survey is redistributed to increase the response rate and have asked subgroup members to promote the completion of the survey within their organisation.

The findings of the report will be analysed and a summary produced for consideration by the Training, Communications and Voice of the User sub group and for the sub group to inform DSCB of the recommended training programme for 2016/2017.

The joint training programme is updated and communicated on a regular basis via the e-bulletin and is available on both the DSCB and SAPB websites. The administration around training bookings is managed within the Business Unit, allowing the unit to control who attends sessions and identify additional sessions that may be required to deal with demand.

## **EVALUATION AND ASSESSEMENT OF THE MULTI-AGENCY TRAINING**

Assessment of the learning is necessary to ensure that the trainer has successfully communicated the course objectives and the learner has achieved their own learning objectives too. The assessments can also demonstrate that the learning has been achieved. There are a number of ways that this assessment is achieved in the training provided, through questioning styles, role play, flip chart exercises, group work, quizzes, case studies and group discussions. Petty (2012, p479) states that in the right hands, assessment can inspire, motivate and provide feedback for future development. No formal examinations are

conducted at the conclusion of the session but Curzon (1985, pp260-263) would support the view that formal examinations are not always necessary or appropriate for evaluation of learners knowledge and understanding. He argues that whatever form of the evaluation takes it is worthwhile if it assists the learner and the teacher with the assurance that the desired outcomes have been achieved.

Evaluation is part and parcel of educating. Evaluation is the systematic exploration and judgment of working processes, experiences and outcomes. It pays special attention to aims, values, perceptions, needs and resources. The information we collect should provide answers with the *indicators* of change (Smith, 2006).

In a professional sense evaluating the training programs offered to workers is essential in ensuring that they are effective and consistent with long term objectives Trochim (2006). To evaluate or assess the training program, the four levels model developed by Donald Kirkpatrick in 1959 is useful in capturing desired outcomes. The four levels of Kirkpatrick's evaluation model essentially measure:

- reaction of student - what they thought and felt about the training
- learning - the resulting increase in knowledge or capability
- behaviour - extent of behaviour and capability improvement and implementation/application
- results - the effects on the business or environment resulting from the trainee's performance

All these measures are recommended for full and meaningful evaluation of learning in organisations. All levels are considered using the commissioned resource (Paperdata) by Darlington Borough Council but agreement to access the resource for both the safeguarding boards'. The business unit administrator maintains Paperdata for the training provided by both the safeguarding boards'.

### **Paperdata Evaluation**

The Paperdata evaluation process is at the end of each training session, an evaluation form is requested to be completed by all delegates and three months after the completion there is a post evaluation to assess the impact of the training on their practice. The evaluations are analysed throughout the year using the Paperdata system. The analysis below is taken from the Paperdata system.

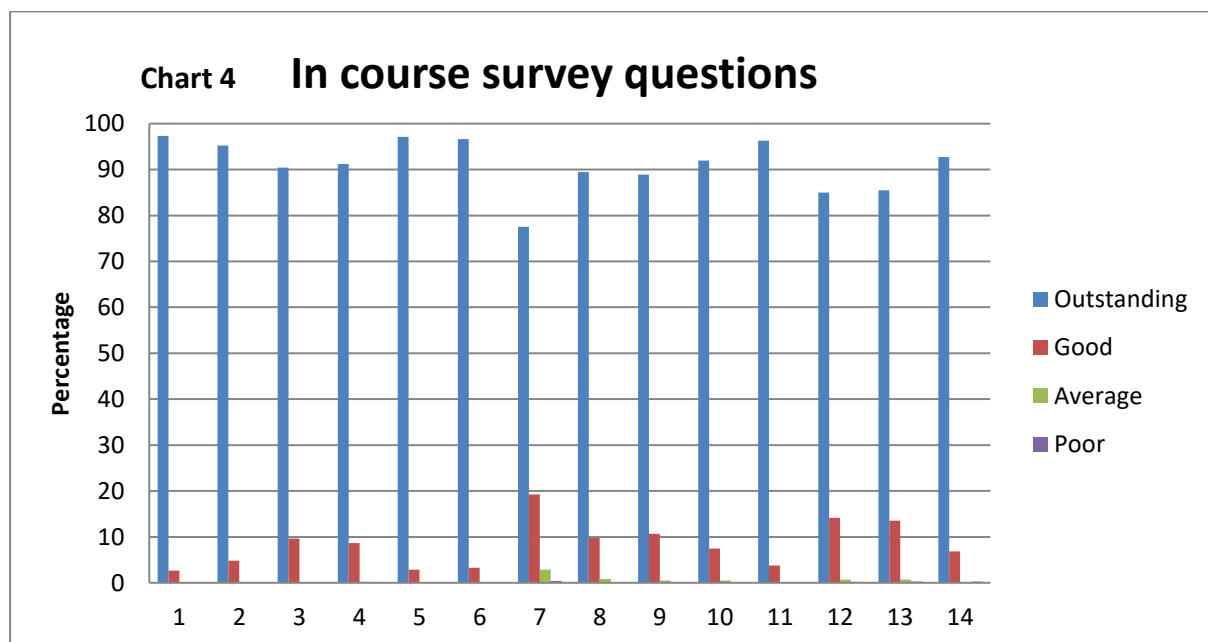
Through the evaluation we are able to measure the learner's course rating of the following questions.

1. The tutor's subject knowledge
2. Explanation of the tasks and activities
3. The use of different teaching methods to help me understand the subject

4. The way the tutor checked my understanding of the subject
5. The tutor's fairness when dealing with you
6. How well your questions were dealt with
7. The room/ teaching area layout promoted learning
8. The quality of the hand outs
9. The quality of the equipment and resources
10. The length of the course
11. My overall rating of the course
12. Increased my confidence
13. Gave me the skills and knowledge to do my job better
14. Inspired me to want to learn new things

The evaluation allows the learners to grade the training as Outstanding, Good, Average or Poor. 97% of the learners stated training was either outstanding or good.

Chart 4 outlines the results of the evaluation for the period of April 2015 to March 2016.



At the conclusion of the course the learners are asked to provide comment on how we can improve the course. The vast majority of comments provided very positive feedback rather than suggestions for improvement. Examples being;

*I've had 6 courses on Safeguarding and this was by far the best course I've had*

*This was the best training I have attended- clear messages, very knowledgeable trainer – passionate*

*Keep it as it is – brilliant*



There were a small number of learners who commented on the venue, ranging from too hot to too cold, too small and one requesting better ventilation. More unusual comments were a learner requesting more sugar for tea, two learners wanting a free lunch on the full day programme and one requesting a crèche. The overall number of negative comments around the venue is very small and does not raise concern.

### **Post course Evaluation**

Following the course the learners are asked to complete post course evaluation. This is conducted 3 months after their attendance on the course. The learners are asked to grade following questions.

*Please rate your knowledge and/or skill level on this subject BEFORE attending the course*

8% of the learners graded as outstanding.

*Please rate your knowledge and/or skill level on this subject AFTER attending the course*

63% of the learners graded as outstanding.

35% of the learners graded as very good.

The overall figure of 98% remains consistent with the response for 2014-2015 where 97% of learners rated their knowledge and skill level following the course as very good/outstanding.

The learners are asked to comment on how they have implemented what they have learnt on the course into their role. A number of themes have been identified through the comments provided, namely increased confidence, recognising abuse, greater knowledge and understanding of Safeguarding and the ability to take the lead in decision making. Learners have reflected on how they can now advise others on safeguarding issues and review their own policies and procedures. Examples of the comments are;

*I have definitely used the learning from this course in my practice since I attended. I had already done quite a lot of learning in this area previously so probably didn't learn lots new - but it certainly gives a different perspective which is very powerful as it is very visual. Great day - I've recommended it to others & have 2 members of my team attending future dates.*

*Training has been vital in regards to my working role I have been able to challenge professional judgement knowing the legal framework that applies to child related matters.*

*Essential to do my role the training was excellent and as a result of attending the training DWP the staff have received safeguarding training and now I receive referrals from them. I now feel more confident when referrals are made.*

*I have gained the insight into using the risk threshold tool and cross referenced this when incidents arise, which are less serious in nature. This allows me to make decisions on my next course of action. This helps me to be more confident and work independently at this stage and can discuss with manager at a later date/time, such as supervision. This saves everyone's time and I know if I did have any queries, I can contact the MASH team with questions, which I have done since this training has been delivered.*

*The trainer, Chris Ashford, was in the police force, which is great, as we know what to expect and the police's stance on issues, such as domestic violence, which is also a criminal offence.*

### **Post course feedback**

In addition to the evaluation process, a high number of attendees contacted the trainer by email to provide positive feedback following the training. Below is a sample of comments received;

*Many thanks for briefing the team over the last 2 weeks. I'm hearing some very positive feedback and clearly the majority of staff are enthused about getting involved in this area (DBC customer services)*

*The Dementia training was absolutely brilliant! Very enjoyable and entertaining – everyone really enjoyed it. More of this please! (Durham police)*

*Excellent session once again, thank you! (Public health practitioner)*

*Excellent presentation which highlighted pertinent points for future use in clinical practice (Consultant paediatrician)*

*The course was extremely valuable – I have been on many safeguarding courses over the years and this was the most engaging. The fact the tutor could draw on real life and local experiences from his time in the police added extra value. (Public health)*

*Fabulous training session on Friday! Really pleased you decided to go ahead with it. I've been talking about it to a few of my colleagues this morning. (Education)*

*Thanks Chris, the session was excellent, sad but relevant! (Behaviour support Education)*

*Thank you again for your training on DV last week – it was very powerful and thought provoking. (Education)*

*Chris just wanted to pass on my thanks for your support over the past few weeks with delivering the safeguarding training to our leisure teams. We had some great feedback & I'm sure this will increase everyone's awareness when working around our facilities. (Dolphin centre staff)*

*Thank you for the excellent training for Level 1 and Level 2 Safeguarding. It was very informative and I feel much better equipped to identify and act on safeguard issues that we come across in our work. (Dementia support worker)*

*Thank you very much indeed for organising the safeguarding course last evening. It was very good and most helpful. I had started the online version and managed the first module but it was wearying to do. I did thank the presenter but no doubt it is helpful to you to have those thanks more formally recorded by the participants! (School Governor)*

### **Impact on safeguarding referrals to the Children's Access Point/Multi Agency Safeguarding Hub**

As part of the impact analysis for the multi-agency training provided it is useful to reflect on the figures for both Child and Adults at risk of abuse referrals.

For the year 1<sup>st</sup> April 2014 to 31<sup>st</sup> March 2015 there were a total of 954 Safeguarding Child referrals received. For the period 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2016 there were 1398 referrals received. This is an increase of 46% over the 12 month period.

From 1<sup>st</sup> April 2014 to 31<sup>st</sup> March 2015 there were a total of 883 Safeguarding Adult referrals received. For the period 1<sup>st</sup> April 2015 to 31<sup>st</sup> March 2016 there were 999 referrals received. This is an increase of 13% over the 12 month period.

There has been a significant increase in referrals for the year 2015 to 2016 and a contributing factor may be the greater number of delegates attending Safeguarding training resulting in increased awareness.

## **Challenges 2016-17**

- As identified previously, capacity issues within organisations are apparent due to job roles being expanded and staffing levels. It is therefore a challenge for practitioners to be released to attend multi-agency training courses. The training however is well attended by the majority of key organisations. There are certain sectors and organisations that do not readily access the training i.e. TEWV and Probation services. It is recognised that TEWV deliver an extensive programme within the organisation around all Safeguarding. The LSCB/SAPB member organisations should ensure that staff access appropriate levels of training.

## **Future priorities**

- To propose an approach to streamline the process for delegates to book on to the training programmes. To be reported to the training and communications sub group by July 2016. To be completed by December 2016.
- To agree a process for capturing single agency training attendance figures and the impact of single agency training. To be completed by August 2016.
- To complete and review Child Sexual Exploitation training for Durham police neighbourhood teams and the night-time economy staff in Darlington and to be reported on by September 2016
- Update the results and review the training programme based on the findings of the Training Needs Analysis by September 2016.

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## Appendix 1

Course Attendance	Numbers
Bookings/planned numbers	3281
Total attendance	3175
Training Course	Courses
Safeguarding Children Level 1	35
Safeguarding Adults Level 1	26
Safeguarding Children Level 2	10
Safeguarding Adults Level 2	10
Combined Children/Adults Level 1	12
Combined Children/Adults Level 2	2
ICPC/Core groups	2
Sandstories	3
CSE Briefing	7
Designated Leads Education	4
Domestic Abuse	10
E Safety	5
Formal Enquiries	4
MAPPA	1
Child Neglect	3
Sexual Exploitation/Human Trafficking	2
WRAP	16
Dementia awareness	11
MCA/DOLS	4
Attendance by Organisation	Learners
Darlington Borough Council	608
Durham Constabulary	286
Education	742
Education (eLearning)	295
Probation	10
TEWV	3
Child minders/Pre school	84
DISC	71
DWP	64
CDDFT	144
CCG	192
Voluntary sector	235
Adult care providers	118
Others	323

Courses Cancelled	Reason
21/05/15 – Domestic Abuse	Numbers
02/04/15 – E-Safety	Numbers
16/07/15 – Domestic Abuse	Numbers
07/07/15 - MAPPA	Numbers
Training delivery income	Date
April 2015 – March 2016	5510.00
Adults/Child breakdown	Learners
Adult training	1663
Child training	1511